DOCUMENT RESUME

ED 178 409 SO 012 069

TITLE	What Will People Do Next? An Instructional Bulletin. Publication No. GC-42.
INSTITUTION	Los Angeles Unified School District, Calif.
PUB DATE	76
NOTE	45p.
AVAILABLE FROM	Los Angeles Unified School District, District Publications, 450 N. Grand Avenue, Room G-230, Los Angeles, California 90012 ($1.55)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cultural Awareness; Elementary Education; *Futures (of Society); *Individualized Instruction; *Interdisciplinary Approach; *Learning Activities; Learning Modules; *Social Change; *Social Studies; Teaching Methods

ABSTRACT

The 20 lesson cards describe activities and objectives to aid elementary school classroom teachers as they develop interdisciplinary social studies programs. The activity cards may be used at individual learning centers or assigned as independent work following a teacher-guided lesson. Only one set of cards is needed per classroom. Major objectives of the cards are to refresh basic social studies concepts, provide personalized and independent learning opportunities, and reinforce reading and communication skills. Topics include cultural understanding, social change, utilization of resources, environmental influences, political behavior, historical perspectives, economic choice, travel, and social interaction. Each card includes information on what to do before beginning work on the topic, materials required, background, vocabulary, major concepts, cognitive objectives, behavioral objectives, and activities. Activities involve students in planning activities for a foreign visitor, preparing graphs and lists of activities, solving imaginary problems, reading aloud in class, discussing suggested questions in groups, writing simple stories, role playing, drawing time lines, and illustrating stories and poems. Examples of objectives for specific topics include that students be able to demonstrate respect for other world cultures, appreciation of the natural environment, and an understanding of how changing events impact upon future life styles. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178409

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joseph P. Linscomb

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WHAT WILL PEOPLE DO NEXT?

An Instructional Bulletin

SP 012 069

SPIRIT OF 76 IN EDUCATION

Los Angeles City Schools · Instructional Planning Division · Publication No. GC-42

Copyright ©

1976

Los Angeles Unified School District

ACKNOWLEDGMENT

Appreciation is expressed to JOYCE BARNES, who assisted in the joint preparation of these lessons.

JOAN M. DOWNEY
Instructional Specialist
Elementary Social Studies

APPROVED:

NORMAN H. ROSSELL
Assistant Superintendent
Instructional Planning Division

CONTENTS

Title	Concept	Card
AMIGO	Cultural Understanding	1
DECISION	Change	2
TIME TO SAVE	Utilization of Resources	3
CITY	Environment, Interaction	4
PERFECT PLACE	Adaptation, Interaction	5
AUTOMOBILE	Political Behavior	6
CALIFORNIA	Historical Perspective	7
TEA PARTY	Historical Perspective; Cause-Effect Relationships	8
$50.00	Economic Choice	9
AMERICA	Regional Environments	10
NAME	Variability Among People	11
TRAVEL	Global Perspective; Adaptation to Environment	12
OIL	Utilization of Resources	13
SEA	Environment	14
DIPLOMAT	Political Behavior; Resolution of Conflicts	15
PEOPLE	Political Behavior; Resolution of Conflicts	16
HERITAGE	Cultural Understanding	17
STATE	Historical Perspective; Cause-Effect Relationships	18
FUTURE	Social, Political, and Economic Interaction	19
UNITED STATES	Cultural Understanding	20

GUIDELINES FOR THE TEACHER IN USING *WHAT WILL PEOPLE DO NEXT?*

DESCRIPTION OF INDEPENDENT ACTIVITIES

Twenty self-contained lessons for pupils are included. These lessons comprise activities for the development of various interdisciplinary concepts related to the content of social studies programs. Concepts focus on a study of people, the environment, and the society that people create.

Purposes

The material will assist teachers in the following ways:

- Provide for the development and extension of concepts introduced at an earlier time.
- Provide a motivating format for personalized, independent learning.
- Provide for the reinforcement of reading and other communication skills.
- Reinforce the five goals of the *Social Sciences Framework for California Public Schools, K-12*.
- Assist in the implementation of the *Elementary School Curriculum -- Guidelines for Instruction*.
- Provide several opportunities for pupils to be involved in activities related to the Bicentennial.

Suggestions for Using the Material

Activity cards may be used at individual learning centers or assigned as independent work following a teacher-guided lesson. One or more pupils may work at the same time on a given activity card, depending upon the nature of the activity. Since pupils often gain confidence when working with someone else, the teacher may wish to pair pupils for most of the activities.

For those pupils who wish to participate but who may need help in reading the words, it is suggested that another person read the lesson aloud and discuss the directions and activities beforehand. It must be pointed out, however, that because of the highly individualized nature of the learning process, the material may not be at an appropriate level for all pupils.

Only one set of cards is needed in a classroom. To protect them for continued use, individual cards might be laminated or placed in a translucent covering.

Additional information about each lesson may be found on the backs of the pupil cards.

1 Amigo

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Announcements of Southland events

HELLO, AMIGO!

During your summer vacation, a pupil of your age who comes from a small village in Spain will visit your family for a week. You will be expected to give him or her a good time. Where will you take your new friend?

Plan a daily schedule of events and activities that your visitor might enjoy.

Before you begin your list, you might want to think of the types of activities this person might like to do. Do you suppose your friend would like sports? Animals? Fish? Music? Art? Reading? Think of other things your visitor might like to do.

When you have decided on the types of activities he or she would enjoy, then plan an interesting and fun-filled week.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 1: HELLO, AMIGO! (Entertaining a Visitor)

Concept - Cultural Understanding: Many groups of similar and diverse cultures make up the peoples of the earth.

Objectives - To gain understanding and respect for people of other cultures; to become familiar with the social and cultural opportunities available in the immediate locality.

Performance Objective - Given a situation involving the entertaining of a child from another country, pupils will prepare a schedule of interesting events and activities to do together.

Extended Activity - When assignments have been completed, pupils might prepare a graph representing several of the most popular places mentioned in their schedules.

Building Word Meanings

schedule

2 Decisions

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil

DECISIONS! DECISIONS!

As you read the following stories, decide what you would do and how you would act in each problem situation:

1. While your neighbors are away, you are taking care of their dog. Suddenly, the dog won't eat. What do you do?
2. The signal at the intersection is not working. How do you get across the street?
3. You and your family have gone to the airport to meet a relative coming from the east. As you stand waiting for the plane to arrive at Gate 3, the crowd jostles you and when you turn around, your family is no longer beside you. What do you do?

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 2: DECISIONS! DECISIONS!

Concept	- Change: As society grows more complex, the ability to accept changing conditions becomes more difficult.
Objective	- To increase pupils' ability to respond to unexpected problems.
Performance Objective	- Given a series of problem situations upon which to act, pupils will analyze each and determine an appropriate course of action for each situation.
Extended Learning	- Problem situations often confront children in their daily lives. The above situations could be presented in a role-playing situation and discussed in terms of alternative behavior. Pupils might be encouraged to suggest other situations in which they have been involved in the past and determine appropriate actions.

Building Word Meanings

intersection
jostles

3 Time to save

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Books or stories on conserving (saving) resources
- Art materials

IT'S TIME TO SAVE

The United States and other countries of the world are using up their natural resources at a rapid rate. These resources include: oil, gas, and other mineral deposits; pure air, clean rivers, lakes, and oceans; farmlands and wildlife. Can you think of other resources that are being wasted?

You have been asked by a community agency to speak to a group of younger children on how to save our country's natural resources. Using the information above, you have decided to draw, cut from magazines, or photograph a series of pictures that describe your ideas.

How many pictures will be needed to tell your story? Draw or select them.

Be sure you have a title for the series.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 3: IT'S TIME TO SAVE

Concept	- Utilization of Resources: **People use resources for basic needs and wants.**
Objective	- To further the cause of resource conservation
Performance Objective	- Given a situation involving ways to conserve natural resources, pupils will draw a series of pictures describing their ideas.
Extended Activity	- Using the same type of activity, pupils might create cartoon or line-drawing stories about other problems in society today.

Building Word Meanings

natural resources
community agency

4 City

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Pencil and paper
- Art materials

CITY BEAUTIFUL

The mayor wants to make the city more beautiful. You have been asked to become a member of a committee to beautify the neighborhood around the school.

- Think about the way the neighborhood looks now.
- List the changes you would like to suggest in order to make the area a more beautiful place in which to live.
- Be ready to tell the committee why these changes would improve the neighborhood.
- Draw pictures or take photographs of the "before" and "after" neighborhood.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 4: CITY BEAUTIFUL

Concepts	- Environment, Interaction: People interact with their environment to create needed change.
Objective	- To build civic awareness and pride in the community.
Performance Objective	- Given a situation involving improvement of the neighborhood appearance, pupils will list recommended changes and make illustrations of the "before" and "after" neighborhood.
Extended Activity	- Pupils might send a group letter to the local mayor describing their ideas and including appropriate pictures.

Building Word Meanings

beautify

5 Perfect place

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Art or construction materials

MY PERFECT PLACE

Have you ever thought about a perfect place in which to spend some time?

Create a perfect place in your mind. It may be indoors or it may be outdoors.

As you think about this place, decide on the following:

- Location and size of your perfect place
- What may be found there
- How you will use it
- How often you would like to visit this place

Now, illustrate your perfect place. To do this, you may write about it, draw a picture, or actually build it. When you have completed your perfect place, share it with a classmate. Be able to answer these questions:

- Why is this your favorite place?
- Would you be willing to be there with someone else?
- Will you ever find such a place? Explain.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 5: MY PERFECT PLACE

Concept	- Adaptation, Interaction: People adapt to and modify their environment to solve needs and wants.
Objective	- To build insight into self-realization
Performance Objective	- Pupils will individually create a "perfect place" and discuss reasons for their choices.
Extended Learning	- Ask pupils to bring pictures of "perfect places." These might be mounted on the bulletin board in a montage effect.

6 Automobile

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil

THE AUTOMOBILE

Suppose a law were passed tomorrow preventing the use of gasoline-driven automobiles. If this happened, how might your life change? List as many ways as you can think of.

Why do you suppose such a law might be passed in the future? Would it be a just law? Discuss your ideas with someone else.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

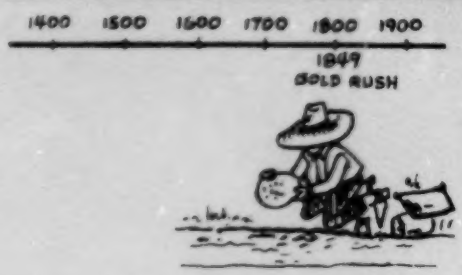
Lesson 6: THE AUTOMOBILE

Concept	- Political Behavior: People create agencies of government to help solve their problems.
Objective	- To reinforce concepts about energy conservation and possible life styles of the future.
Performance Objective	- Given a situation involving the illegality of driving automobiles, pupils will analyze the effect on their lives.
Extended Learning	- Hold a discussion on laws that might be passed in the future curtailing the use of other things that are taken for granted.

Building Word Meanings

just (a just law)
prevent, preventing

7 California



Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Textbooks or other materials on California history
- A blank time line with sections portioned in units of 100 years

A LONG TIME AGO IN CALIFORNIA

Every state in our nation has a history of its own. California's history is an exciting one. If you could choose two events that were important in California's historical development, which events would you choose? (Use textbooks or other materials to find out.)

Now place the name and date of each event on a classroom time line. The time line should be divided into segments, each segment representing 100 years. It might look like this before you begin:

1400 1500 1600 1700 1800 1900 2000

Next, make a picture for each event and add it to the time line.

Leave your work at this center because other pupils will be placing additional events on the same time line. When the time line is completed, be ready to tell why you selected your two events.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 7: - A LONG TIME AGO IN CALIFORNIA

Concept	- Historical Perspective: Events of the past influence present and future behaviors.
Objectives	- To reinforce key events in the history of California; to gain a sense of historical perspective for events of today.
Performance Objective	- Using reference materials, pupils will enter important events on a time line of the history of California.
Extended Learning	- The time line concept could be applied in a development of local community history.

Building Word Meanings

historical development
time line
segment

8 Tea Party

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Art materials
- Stories about historical events

THE BOSTON TEA PARTY AND OTHER EVENTS

Why do certain things happen? Our nation's history is full of interesting happenings. But each event was caused by something else that happened earlier. In the following list of events, see if you can name the cause of each.

Cause

Event

- Boston Tea Party
- Paul Revere's Ride
- Declaration of Independence
- Bill of Rights adopted
- Cotton Gin invented
- Lewis and Clark Expedition
- The Underground Railroad
- The Gold Rush
- Panama Canal opened
- Nineteenth Amendment

Can you identify the results of each of those events? For example, because of the Boston Tea Party, the English Parliament closed the port of Boston and forced new laws upon the colonists.

Read to find out what happened *as a result of* the above events.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Lesson 8: THE BOSTON TEA PARTY AND OTHER EVENTS

Concept	- Historical Perspective; Cause-effect Relationships: History is made up of events, each having a cause and an effect upon other events.
Objective	- To reinforce concepts of past events which have influenced present society.
Performance Objective	- When given specific historical events, pupils will recall the cause of each event and read to find out the specific results.
Extended Learning	- Other situations involving events of the present day might be discussed in terms of cause-effect relationships.

Building Word Meanings

cause
effect
result

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Magazines
- Mail order catalogues
- Newspaper advertisements

$50 TO SPEND

A relative has given you $50 to spend wisely. How will you spend your money? You may choose to spend it for one or for several items. As you think about spending your money, consider the following:

- Basic needs
- Cost of the item(s)
- Use of the items(s)
- Quality

List your purchases. Give a reason for each purchase.

Item	Cost	Reason for Purchase
_____	_____	_____
_____	_____	_____
_____	_____	_____

Compare your purchases with those of other class members. Who purchased wisely? Why do you think so?

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 9: $50 TO SPEND

Concept	- Economic Choice: People ulitize resources in various ways to meet cultural and social needs.
Objective	- To provide insight into consumerism and the value of money
Performance Objective	- Given a situation involving the spending of $50 on wisely-chosen goods selected from advertisements, pupils will provide reasons for purchases and record data in a table.
Extended Activity	- After the children have discussed their purchases, the class might enjoy a role-playing situation involving uncle and child when the child returns home with the purchases.

10 America

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Dictionary
- Paper and pencil
- Art materials

THIS LAND IS YOUR LAND

Have you ever sung *This Land Is Your Land?* Read the following lines of this folk song and build "mind pictures" as the beauties of our country are described.

This land is your land, this land is my land;
From California to the New York island,
From the redwood forest to the Gulf Stream waters,
This land was made for you and me.

As I was walking that ribbon of highway,
I saw above me that endless skyway,
I saw below me that golden valley;
This land was made for you and me.

Choose two or more lines of the song to illustrate a classroom book entitled, *This Land Is Your Land.*

Your own illustrations, photographs, or pictures from magazines may be used.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 10: THIS LAND IS YOUR LAND

Concept	- Regional Environments: People live in four major environments of the world.
Objective	- To reinforce respect for the natural environments of our country.
Performance Objective	- Pupils will illustrate two lines of their choice for later entry in a classroom book of the title, *This Land is Your Land*.
Extended Activity	- When all lines of the song have been illustrated and the classroom book has been completed, pupils might consider illustrating various poems having a heritage theme. These items might be displayed in the school resource center as examples of Bicentennial projects.

11 Name

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Stories or books about famous people

A FAMOUS NAME

Think about a famous person you admire. Read about that person. Why is he or she famous? What personal qualities does this person have that you admire? (Examples: honesty, loyalty) In what ways are you like this person?

Compare yourself with this famous person by completing the chart below:

Famous Person's Qualities	My Qualities

What quality do you think is the most important one of all for a person to have? What can you do to be that kind of person? Talk it over with a classmate.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 11: A FAMOUS NAME

Concept - Variability Among People: People are both similar and different.

Objectives - To build an identity with people who have achieved success; to build self-esteem.

Performance Objective - After selecting a famous person to study, each pupil will compare his or her own personal qualities with those of the famous person and determine qualities needed for success.

Extended Learning - Allow pupils to view one or more filmstrips on famous people. Ask them to try to identify particular qualities of character by the kinds of behaviors exhibited. Relate these to personal, everyday behavior in the classroom and the immediate community.

Building Word Meanings

personal qualities

12 Travel

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- World map or globe
- Stories about people of other countries
- Travel folders, posters

TRAVEL TIPS

Suppose that you work in a travel office. A family enters and asks you to plan a trip for them to a foreign country. They will need information on the following points:

Name of Country _____

1. How far is the country? _____
2. How long will it take to get there? _____
3. What type of transportation will be used en route? _____
4. What are the land and the climate like? _____
5. What kind of clothing will be needed? _____
6. Describe the people and their customs. _____

   _____
7. How do the people earn a living? _____

Later, the family returns for their trip plans. You now decide to use this information for a travel folder.

Make a travel folder with interesting words and pictures that will attract people to this country.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

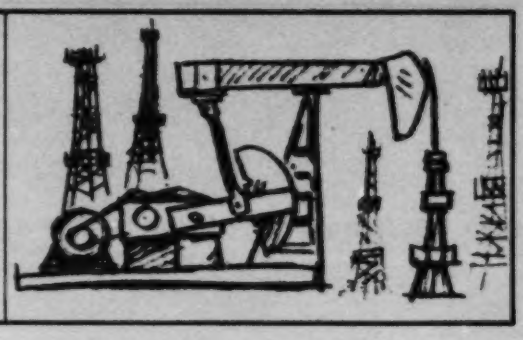
LESSON 12: TRAVEL TIPS

Concept	- Global Perspective; Adaptation to Environment: People of other societies develop customs related to their particular environments.
Objectives	- To gain respect for other world cultures; to reinforce basic geography skills.
Performance Objective	- Using various materials on peoples of other countries, pupils will plan a simulated visit to a foreign country; they will describe the land, the people, and their customs for a travel folder.
Extended Learning	- Travel folders might be shared with other classes who are learning about peoples of the world.

Building Word Meanings

customs
en route

13 Oil



Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Books on the uses of petroleum (oil)

WHO NEEDS OIL?

Have you ever realized that many of the things you buy are made from petroleum (oil) products?

List five things you use that are important in your daily life.

- Which of these items are made from petroleum products?
- Which things need petroleum products to make them work?
- Which products would you be willing to give up in order to save oil resources?

Compare your list with that of several other pupils. How many of your classmates would be willing to give up the same things you are willing to give up? What reasons do they give?

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 13: WHO NEEDS OIL?

Concept	- Utilization of Resources: People use resources in various ways.
Objective	- To build awareness of the widespread need for petroleum and the need to conserve it.
Performance Objective	- Using reference materials on uses of petroleum, pupils will list common products which use this resource and make a value judgment.
Extended Learning	- As a follow-up discussion, pupils might explore the relationship of other resources to our style of living (e.g., lumber, electricity, coal, water).

Building Word Meanings

product
petroleum

14 Sea

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- A globe
- A world map (showing lines of longitude and latitude with degree markings)

LOST AT SEA

As captain of the good ship Ocean Prince, you and your crew are lost in a heavy fog at sea. Fortunately, your radio is working, so you direct the radio operator to send out a call for help. Several hours pass with no response, when suddenly you hear a foreign-sounding voice answering your call. What a relief! He tells you your location is

20^{0} South Latitude by 50^{0} West Longitude. Where are you?
(Look on the globe or a map to find out)

Suppose you had been located at

40^{0} North Latitude by 15^{0} West Longitude. Where would you be?

Suppose you had been located at

45^{0} South Latitude by 150^{0} East Longitude. Where would you be?

Write two additional locations by latitude and longitude. Ask someone else in the classroom to find your "lost at sea" places.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

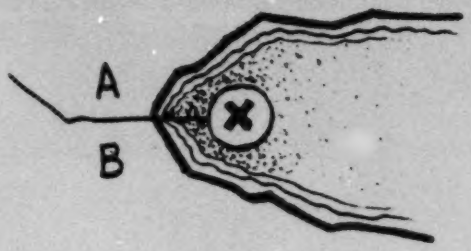
Lesson 14: LOST AT SEA

Concept	- Environment: People live in many different environments.
Objective	- To reinforce the concept of latitude and longitude in global settings.
Performance Objective	- Using a globe or a world map, pupils will locate specific places by longitude and latitude.
Extended Learning	- Using the idea of the game, pupils might locate various countries and cities (including their own) by longitude and latitude.

Building Word Meanings

latitude
longitude
degree

15 Diplomat



Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil

THE DIPLOMAT

Can you solve this problem?

Oil has been discovered in the bay near two countries -- Country A and Country B. Each country wants to claim all of the oil.

Country A is small and it depends upon farming. It receives aid from another country, a "super power." Country B is large and it depends upon manufacturing. It is a strong military power.

How will you solve the oil problem?

Work with a partner. Become diplomats. List your best ideas.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 15: THE DIPLOMAT

Concepts	- Political Behavior (Resolution of Conflict): Peaceful interaction among groups depends upon social controls.
Objective	- To provide insight into ways of working together to achieve desired goals.
Performance Objective	- After reviewing a conflict situation between two countries involved in an oil dispute, pupils will work out a diplomatic solution to the problem.
Extended Learning	- Hold a class discussion to share various solutions to the problem.

Building Word Meanings

claim
super power
diplomat

16 People

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Material to make a classroom banner

PEOPLE MAKE DEMOCRACY

Many groups of people working together have made our country strong and free. People must continue to work together to keep America that way--a place where people can live without fear, a place where people can speak out against wrongs, a place where people can elect the leaders they want to represent them, and a place where people are learning how to work together for the same goals. In what ways have you seen people working together to keep America free and strong? List as many ways as you can think of.

1. _____
2. _____
3. _____

Now, compare your list with those of other classmates. As a group, make a classroom banner that expresses how people have made America strong and democratic. Display the banner.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 16: PEOPLE MAKE DEMOCRACY

Concept	- Political Behavior (Resolution of Conflict): Constitutional freedoms will remain only as long as people are willing to protect them.
Objective	- To provide insight into ways of working together to achieve desired goals.
Performance Objective	- Pupils will analyze and list ways that people in America work together to preserve their freedoms; they will make a banner to display their ideas.
Extended Learning	- Reports to other classrooms might be arranged for extra credit assignments.

Building Word Meanings

democracy
wrongs
represent

17 Heritage

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Books and materials showing the flags of other nations

WHAT IS YOUR HERITAGE?

America is made up of many cultural groups. Many people have lived here a very long time. Mothers and fathers have been born here. Others have come from distant lands. We might ask, "What is your heritage?" The American Indian was here before Columbus but most of our ancestors came from other countries many, many years ago.

What is the distant land of your origin? Identify and draw the flag that represents the country your family came from.

What additional flags can you identify that represent the heritage of other people in America? Start a classroom collection of flags of other nations. Gather a committee to help you draw or find pictures of these flags. Learn all you can about the country of your heritage; so you can help others to understand your background.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 17: WHAT IS YOUR HERITAGE?

Concept	- Cultural Understanding: Many groups of similar and diverse cultures make up the peoples of the earth.
Objective	- To gain respect and understanding for peoples of other cultural backgrounds.
Performance	- Pupils will recall their individual cultural heritages, begin a classroom collection of flags representing these nations, and learn all they can about their own ethnic backgrounds.
Extended Activity	- When research has been completed, pupils might develop a game in which players identify a cultural group through inquiry questions asked of a leader.

Building Word Meanings

heritage
culture
ancestors
origin

18 State

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Textbook on California
- Art materials

CALIFORNIA, OUR STATE

California is a great state. Many people believe that California is setting a standard for other states to follow.

Why do you think California is an important state? List your ideas. Before you begin, you might want to think of these:

- Climate
- Industry
- Cities
- Agriculture and other resources
- Trade with other countries
- People working together

Now, begin your list.

1. _____
2. _____
3. _____
4. _____
5. _____

With other class members, make a group picture of all your ideas. What will you title the picture?

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 18: CALIFORNIA, OUR STATE

Concept	- Historical Perspective; Cause-Effect Relationships: History is made up of events, each having a cause and an effect upon present and future events.
Objective	- To gain insight into actions occurring today that will influence events of the future.
Performance Objective	- Asked to analyze why California is regarded as a leader among states, pupils will list their reasons and illustrate them in a group picture.
Extended Learning	- Use "Los Angeles" as a leading city in the nation for a similar analysis of strengths.

Building Word Meanings

standard
industry
resources

19 Future

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Art materials
- Outline map of California

THE FUTURE IS COMING!

Have you ever thought what life might be like in the years to come? Talk to classmates and other family members to find out what they think.

How will Los Angeles change by the time you are 21? What year will that be? Make predictions about life of the future in the Los Angeles area by doing one or more of the following:

- Make up a news headline of something important that will happen in your community.
- Draw a picture illustrating clothing styles of the future.
- Draw a political cartoon that shows how people will use energy and other resources for basic needs.
- Show location of future population centers in California on an outline map.
- Make up a billboard ad that introduces a new form of travel.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 19: THE FUTURE

Concepts	- Social, Political, and Economic Interaction: People interact in various ways to achieve desired goals.
Objective	- To provide insight into changing events and their impact upon future life styles.
Performance Objective	- When asked to predict changes to occur in the Los Angeles area by the time they are grown, pupils will make up news headlines, draw clothing styles, draw political cartoons showing energy use, pin-point population centers, and make up billboard ads on a new way to travel.
Extended Learning	- Ask children to discuss what is happening today that provides reinforcement of their ideas about the future.

Building Word Meanings

predictions
energy
resources
population centers

20 United States

Activities for *What Will People Do Next?*

BEFORE YOU BEGIN WORK

- Check to see if you have the materials you will need.
- Read the information below, keeping in mind what you are to do.
- Record your answers on paper.

MATERIALS YOU WILL NEED

- Paper and pencil
- Globe or world map

THE UNITED STATES - MANY PEOPLE, MANY CULTURES

How many people do you know whose parents or ancestors came from another country? You may even know someone who recently came to the United States for the first time. In fact, it might be you! Our country is made up of people who have come from all parts of the world. They liked what they saw and they stayed. They brought with them their dances, arts, receipes for food, and other customs. And they traded with homeland countries for the products that were not available here.

1. How many different foods can you buy from your local store that have come from other countries? Make a list. Find the country on the globe or a world map.
2. Draw or cut out of magazine, pictures of cars we import from other countries. Label the country of origin.
3. Can you think of a street, building, park, school, or city that was named after a person from a particular cultural group? List them.

What else can you think of that reminds you of the different cultural groups living in our country? Make a report to the class.

LOS ANGELES CITY SCHOOLS - Instructional Planning Division - Publication No. GC-42
Copyright© © 1976 Los Angeles Unified School District

Teacher Reference Information for *What Will People Do Next?*

Lesson 20: THE UNITED STATES--MANY PEOPLE, MANY CULTURES

Concept - Cultural Understanding: Many groups of similar and diverse cultures make up the peoples of the earth.

Objectives - To gain understanding and respect for people of other cultures; to become aware of the fact that the United States is made up of many cultural groups whose welfare is dependent upon mutual cooperation; to understand that a nation cannot survive without trade.

Performance Objectives - Pupils will determine the homelands of various people they know, list foods by country of origin, draw and label pictures of cars imported to this country, and identify buildings, parks, streets, or other evidence of contributions made by various cultural groups.

Extended Activity - Have pupils research and chart product imports and exports by country.

Building Word Meanings

ancestors
homeland
country of origin
import